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ABSTRACT

This report presents findings of an analysis that identified gaps between the Ohio education system and national education goals. Data were collected during 1992 and 1993 by the Ohio Department of Education, which elicited feedback from policymakers at a 1992 seminar, conducted interviews with local teams representing school districts and communities, and made site visits to 15 communities. Key state policymakers reviewed findings and offered suggestions. The information is organized around four main themes: performance-driven education; change; family support and advocacy; and lifelong learning. The report identifies critical issues confronting Ohio, outlines specific gaps between state outcomes and national goals, provides evidence supporting the need for change, makes key recommendations, and identifies steps for policy action. Appendices contain a list of program participants, interview team members, the interview form, and the National Education Goals and Business Roundtable's agenda. (LMI)

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Removing the Barriers: Unleashing Ohio's Learning Power

ED 394 201

A Report to Governor George V. Voinovich by the Governor's Education Management Council and the Ohio Department of Education

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January 1994

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Executive Summary

Ohio released its third annual progress report on the National Education Goals in September 1993. While progress is being made in many areas, *Expanding Opportunities for Success* provides clear evidence of the need for significant educational improvements if we are to reach these goals. Not enough of our youth are completing high school, and, many of those that do, still have not achieved the skills and knowledge necessary to function effectively in today's technological society. Working together, we must do better.

Removing the Barriers: Unleashing Ohio's Learning Power, Ohio's Gap Analysis, was conducted during 1992 and 1993 by the Ohio Department of Education in cooperation with the Governor's Education Management Council, legislative staff, and consultants from the National Alliance for Business and National Business Roundtable. *Removing the Barriers* was designed to help Ohio identify where gaps exist between our current educational system and what we need to do to meet the national goals. At an Education Summit held in February 1992 discussion began on the actions to take if we are to accomplish these challenging goals. Suggestions resulting from the Summit were then used to conduct interviews and visits around the state in an effort to generate more feedback and input on possible new directions and innovations. As fresh ideas emerged, additional interviews and discussions were conducted.

A second Summit was held in December 1992 to share a draft document reflective of these statewide discussions. The final recommendations proposed in this report are a result of the active participation and feedback received from across Ohio—parents, students, teachers, school board members, business leaders, educational and philanthropic organizations, policy makers, and others—throughout 1993.

The information presented in the Gap Analysis has been organized around four main themes: performance-driven education, change, family support and advocacy, and lifelong learning. Within each of these areas, the critical issues confronting Ohio have been clearly identified and stated. Specific gaps that must be addressed are outlined and evidence of the need to change provided. Finally, key recommendations and policy action steps required for accomplishing them are delineated.

Cluster 1: Performance-Driven Education

Ohio needs to design and implement a performance-driven education system that is based on the belief that all students—preschool through adulthood—can master a challenging curriculum.

Recommendations

- Develop a state policy framework supporting a performance-driven education system—where the quality of a school is judged not by the eloquence of its policies and processes, but by the *results* it produces.

Policy Actions: Define the purposes of schooling and the academic and vocational knowledges and skills expected of every Ohio high school graduate, and redesign the Pre-K-12 standards for education to support a performance-driven system.

- Design a multidimensional assessment system linking performance, curriculum, and instruction.

  Policy Actions: Redesign state proficiency tests to drive the academic content and performance standards of Ohio schools to a world-class standard over time, develop a test administration code of ethics, provide venture capital for collaborative efforts, and develop the public's confidence in local assessment programs.

- Create a professional development system to assure that those who work in Ohio's schools have the training necessary to continually develop their skills.

  Policy Actions: Develop site-based professional development capacity, develop a system of training centers, teacher academies, and leadership academies, and develop and provide access to best practices and innovative ideas.

- Ensure access to technology necessary for teaching, learning, professional development, and management.

  Policy Actions: Link all school buildings and classrooms, and create an integrated and comprehensive system of technology.

- Support school improvement and hold schools and districts accountable for the quality of the results produced.

  Policy Actions: Develop indicators that measure the depth and breadth of school quality, a system of rewards and recognition for exceptional schools, and a system of intervention and consequences for schools that fail to meet standards.

- Create a Department of Education whose primary mission is not to police and regulate, but to provide technical assistance to schools and educators and to help them find solutions to their problems.

  Policy Actions: Create a mission-driven organization, and build capacity for high-performance schools by developing and supporting effective school improvement processes and networks.

- Create a state-of-the-art, performance-driven licensure system for Ohio's educators, develop evaluation and development systems, and redesign educator preparation programs.

  Policy Actions: Define what educators need to know and be able to do and develop the following: adequate assessment instruments for beginning teachers, policies that determine who is allowed to take the licensure exam, new approaches supporting the effective transition between preparation and practice, programs allowing mid-career professionals and military

personnel to become teachers, approaches that connect the redesign of educator preparation programs and the redesign of elementary and secondary education, and quality control mechanisms.

Cluster 2: Change

Solutions to many of the problems we confront in improving Ohio's schools can be found in the traditional tenets of a quality education—fundamentals like safety, discipline, respect for teachers, and the active involvement of parents in their children's education. Other problems will require more comprehensive changes.

Recommendations

- Restructure Ohio schools, transforming the organization, design, and routines of schooling to support innovation and continuous improvement and to ensure that they can achieve the higher expectations we are asking of them.

  Policy Actions: Support site-based management, encourage the use of school improvement models, and use educator training centers to provide a comprehensive system of professional development.

- Streamline and integrate existing governance structures to maximize services to local communities and their schools.

  Policy Actions: Authorize the State Superintendent to analyze school district expenditures and to require corrective action plans when inefficiencies are found; consolidate multiple regional boards and service delivery areas; and permit the formation of charter schools sponsored by the local or state board of education or other public entities.

- Engage the public in redesigning our schools to be performance-driven.

  Policy Actions: Encourage local communities to commit to community-based education improvement strategies such as the Ohio 2000 initiative.

Cluster 3: Family Support And Advocacy

Family support and advocacy are also preconditions to success in a performance-driven education system. Healthy children who are loved and cared for are more likely to attain higher levels of achievement both in education and in life.

Recommendations

- Provide high quality, developmentally appropriate, comprehensive early childhood education programs for all three-, four-, and five-year-old children in Ohio who are economically disadvantaged and/or have disabilities.

  Policy Actions: Fund a Head Start or comprehensive preschool program for every child whose family earns below 185% of the poverty level, change the state basic aid formula, encourage all state-funded programs to meet national accreditation standards, and create a state loan fund to support facility renovation.

- Create comprehensive school-based or school-linked family service centers that provide a single access point for services to children and families who need and want them, targeting those communities with the highest concentration of children living in proverty.

  Policy Actions: Provide funds for communities to adopt collaborative ways of working with families, and establish a family support-and-education program in each of the centers.

- Ensure a responsive system at the state and local levels through the Ohio Family and Children First initiative—one that is needs-based, community-owned, eligibility-determined, and case-managed.

- Reform the health-care system to stress preventive services. All Ohio women must obtain early and continuous prenatal care, and all Ohio children must have access to comprehensive physical and mental health screenings and services.

  Policy Actions: Seek full funding for Women, Infants, and Children (WIC), and remove cost and accessibility barriers to ensure that all Ohio children will be immunized.

Cluster 4: Lifelong Learning

Ohio needs an educational system that prepares our youth for a successful entry into today's labor market and provides options to upgrade skills, credentials, and educational levels for those currently in the workforce. We need to ensure that all adults become lifelong learners who are literate, responsible, and able to compete in a world economy.

Recommendations

- Structure Ohio's performance-driven education system to support the transition of all students to work and to lifelong learning.

  Policy Actions: Initiate the development of an Individual Career Plan (ICP) for all students beginning in the eighth grade; ensure all secondary students enroll in a vocational education program, a college preparatory program, or a combination of the two (Tech-Prep) and, upon exiting the system, receive a Career Passport; continue the development and implementation of Tech-Prep programs; and implement local school-to-work pilots.

- Build a seamless system of educational programs through improved program articulation and coordination among secondary education programs, including vocational and adult vocational, technical education, baccalaureate programs, and workforce training initiatives through the Governor's Human Resources Investment Council (GHRIC).

  Policy Actions: Support post-secondary institutions in examining the implications of performance-driven credentials on college admission standards and practices.

- Create a working partnership among key players in industry, education, labor, and state and federal governments to support and shape the development of regional and national efforts related to skills standards and credentialling.

  Policy Actions: Continue the Ohio Competency Analysis Profiles (OCAPs) and Tech-Prep Competency Analysis Program (TCP), develop and adapt assessments that measure achievement of those competencies—like the American College Testing (ACT) Work Keys Assessment—and link OCAP/TCP to other education and workforce training programs.

- Promote literacy and lifelong learning as essential to a high-performance workforce.

  Policy Actions: Create a statewide Task Force on Literacy to provide a stronger, more coordinated system of support of literacy activities and programs in Ohio, and initiate individual career portfolios to assist adults with identifying an educational plan needed to achieve career goals.

These recommendations illustrate the fact that the improvement we need cannot be accomplished by the school system alone. What is required is a cooperative effort by all Ohioans to change the way we educate our children and train our work force. The objective of achieving a world-class, performance-driven education system capable of meeting the National Education Goals requires the collaborative efforts of all segments of our communities—within both the public and private sectors. Additionally, schools must become "user friendly" to the entire community. Schools and other service agencies and providers must collaborate to ensure seamless education, health, and social services are provided to support children and their families.

Action on the recommendations outlined in this report will demonstrate Ohio's commitment to changing how we educate our children, thereby ensuring significant progress by the year 2000.

Introduction

Our children are Ohio's most valuable resource. Their education and development is critical to ensuring the long-term economic growth and quality of life, and to preserving democracy both in Ohio and the nation.

Yet many of Ohio's children are in trouble both inside and outside the classroom. Numerous international comparisons portray the achievement of our students as lagging behind that of their foreign counterparts, particularly in math and science. Even many of our most academically talented students are not challenged to achieve their full potential and perform below world-class standards.

Reports by the U.S. Census Bureau and the Children's Defense Fund illustrate the precarious condition of many Ohio children outside the classroom, where more than 23.5 percent of Ohio children live in poverty (children are now the poorest age group of Ohio's population) and teen pregnancy is escalating (teen parents are younger, poorer, less educated, and more likely to be unwed than ten years ago). With these barriers, students are less likely to succeed in the classroom.

Research has demonstrated that poverty is a powerful predictor of a child's later success and that educational failure is very expensive to "cure." Other research studies conclude that it is the value placed on education that is the most critical and reliable predictor of a student's success in school. In any case, today's high school dropouts are unprepared for the challenges of an economy and job market that are continually changing. Unsuccessful students are at-risk of becoming lifelong dependents of our very expensive human service and correctional systems.

Ohio has recognized that its educational system is antiquated and must be redesigned if it is to prepare students for the challenges of the remainder of this century and the next. At the same time, Ohioans want to revitalize traditional education values—values such as discipline, order, hard work, respect for teaching and learning, and an appropriate emphasis on core academics. Motivated by the need to guarantee every child an opportunity to succeed and to ensure that Ohio's graduates enter our work force and universities well prepared, the state is developing a shared vision for transforming Ohio's public education system.

Realizing a performance-driven system of education will require a transformation of the nature of schooling in Ohio, such that schools will be judged not by the eloquence of their policies, but by the quality of the results they produce. A performance-driven education system is undergirded by a single core principle—the belief that all children can learn. This principle is operationalized by focusing the system on a single constant—student achievement. All other elements of the system—programs, policy, finance, governance—

become variables that are continually redefined and redesigned to support the needs of learners.

The need to articulate a common agenda for achieving a performance-driven system of education is underscored by the systemic nature of the change involved as well as the myriad of education reform agendas that currently exist in Ohio.

Removing the Barriers: Unleashing Ohio's Learning Power, Ohio's Gap Analysis assesses the state's progress in reaching the National Goals, and too, identifies the barriers and gaps in our delivery systems that keep us from achieving these goals. A separate but integrated review of Ohio's governance and finance systems has also been conducted. The recommendations from each of these studies and working groups will be crafted into a comprehensive legislative and administrative reform package that establishes a performance-driven education system.

Methodology

Removing the Barriers captured broad-based representative opinion and key data from Ohio's education practitioners and community members about the gaps that exist in the current education system and recommendations and policy actions that need to be implemented to bridge those gaps. The study began at the first Education Summit in February 1992 where Ohioans representing a cross-section of the citizenry began creating a shared vision for education.

At the summit, the participants heard from several key policymakers in Ohio—Governor Voinovich, Senate President Stanley Aronoff, Speaker of the House Vern Riffe, and State Superintendent of Public Instruction Ted Sanders—who addressed the issues that need to be resolved as the shared vision emerges. Information related to the Gap Analysis process was shared by Peggy Siegel, Vice President for Business/Education Projects, National Alliance of Business. Additional information on this process was provided by David Hornbeck, education advisor to the National Center on Education and the Economy, and The Business Roundtable.

During small-group discussions, Summit attendees focused their attention on the components and the steps required to implement a performance-driven education system. A final Summit report captured these conversations and was used to formulate the structure of the Gap Analysis interview form. In addition, Summit participants also provided the names of school districts and communities that have implemented innovative programs, projects, and practices (see Appendix A for Local Innovative Programs).

In March 1992, a Gap Analysis team was formed to interview groups representing different aspects of Ohio's learning communities. This team included representation from the Governor's Office, the Ohio Department of Education, and legislative offices. To stimulate discussion, the team provided an advance copy of the Gap Analysis interview form to each group to be interviewed. In addition to their interview, these groups were also asked to identify other innovative programs and best practices for consideration by the Gap Analysis Team (see Appendix B for membership listing).

Interviews began with teams representing the membership of Ohio's Educational Coalition. Then, in April 1992, local teams representing school districts and learning communities were interviewed in Columbus. These local community teams were comprised of teachers, administrators, parents, noncertificated employees, school board members, and business representatives. The Gap Analysis team next traveled in May 1992 to fifteen local communities to learn first-hand about barriers and innovative local efforts. Legislators and members of the State Board of Education were invited to accompany the team on these site visits.

During June and July 1992, additional interviews were held in Columbus with other education- and community-related groups such as the Ohio Board of Regents and the Ohio Arts Council. Further input was sought from all school district superintendents. This group of key stakeholders were sent copies of the interview form and were invited to submit their comments to the Gap Analysis team. Interview forms were used at various local meetings to solicit reactions and information was also distributed through the monthly newsletter of the State Board of Education.

The results of these interviews and local community visits were compiled into a preliminary draft report during the late summer and fall of 1992. This initial draft was circulated for comment among key state policymakers, the Governor's Education Management Council, educators, and other representatives from Ohio's labor and business communities. Their suggestions were incorporated into the next draft of the report which was shared for discussion with over four hundred Ohioans at the second education summit on December 16, 1992.

The final recommendations proposed in *Removing the Barriers* are a result of the active participation and feedback received from parents, teachers, students, school board members, business leaders, educational and philanthropic organizations, state and local policymakers, and others throughout 1993.

The Organization of the Report

The following provides an outline of how the report is organized:

Clusters: Based on the Gap Analysis interviews, this part of the report is divided into four clusters:

Cluster 1: Performance-Driven Education

Cluster 2: Change

Cluster 3: Family Support and Advocacy

Cluster 4: Lifelong Learning

Each cluster is further divided into the following sections:

- **a description and focus** of the cluster
- **key issues**
- **gaps** between where we now stand and that toward which we are building
- **supporting evidence** of the need to change, based on what Ohioans said and other available statistical data
- **recommendations,** including the **policy actions required** to make changes recommended and to bridge gaps between where we are and where we want to be.

Cluster 1: Performance-Driven Education

In a performance-driven system of education, it is believed that all children can master challenging curriculum throughout their schooling. The combination of effective teaching, active student learning, and parental involvement can produce high-performance learning results from our students, faculties, and schools.

Education must remain this state's top priority. This is the time to set aside personal agendas and work at defining the driving needs of students, families, teachers, and others involved in education statewide. Now is the time to get the job done.

George V. Voinovich
Governor of Ohio

However, high-performance learning cannot be accomplished by the school system alone. A cooperative effort by all Ohioans—community by community—is required to change our attitudes about the value of education and how we educate our children. The responsibility for student learning is not just the school's. It is a responsibility shared among students, teachers, parents, and the community at large.

A performance-driven education system links learner performance (i.e., academic and vocational skills and knowledge), curriculum, instruction, assessment, and rewards or consequences. When these dimensions function together, students learn. In order to align these dimensions of teaching and learning, Ohio must address challenges within each.

The challenge with learner performance is to clearly define what students should know and be able to do upon graduating from high school—a common core of academic and vocational facts, skills, and applications. Additionally, performance standards that connect the process of schooling to the product—student achievement—must be defined for schools and districts. This is the impressive task before the Learner Outcomes Panel, an education panel created by legislation and endorsed by the State Board of Education. The academic and vocational results Ohio requires must be clearly articulated.

The challenge in curriculum is to achieve the demanding new goal of teaching "hard content" to all students. Knowing facts and acquiring skills is no longer enough. Students now must be able to apply knowledge and skills and understand concepts and the interrelationships that give meaning to the facts and skills. Cognitive research has demonstrated that students learn facts and skills more quickly and retain them longer when they are embedded in a curriculum emphasizing understanding and application. Various national commissions and task forces on employment and the economy have reported on the importance of improving the match between the requirements of the workplace and what students are taught. All of this suggests changes not only in the content of instruction, but how it is delivered.

The primary instructional challenge is to provide a learning environment that consists of multiple strategies and approaches. Instruction must complement the diversity of learner intelligences and learning styles, and must

reflect the philosophy that recognizes performance results and not time as the constant in the learning process.

Performance-driven education cannot mean simply teaching to one particular type of test. In addition to state proficiency examinations, local school districts face the challenge of developing and implementing an assessment system that provides multiple indicators of a student's achievement. Such an assessment system will require refining strategies such as portfolios and demonstrations of hands-on experiences and problem-solving skills.

Our success in responding to the challenge of producing continuously improving results depends in large measure on how we address these four challenges. When curriculum, instruction, and assessment are properly aligned with achievement, the reward will be a successful education system that serves the entire community of learners.

The following issue, gaps, supporting evidence, and recommendations reflect the responses of the Gap Analysis participants about performance-driven education.

Reform is moving ahead, and it's moving ahead with collaborative efforts. By working together, we assure the people of Ohio that they will indeed have performance-driven standards that reflect both a shared vision among the educational enterprise and a strong commitment from our legislators.

Ted Sanders
Superintendent of Public Instruction

Issue

Ohio needs to design and implement a performance-driven system that is based on the belief that all students—preschool through adulthood—can master a challenging curriculum of academic and vocational facts, skills, and applications.

Gaps

Expectations of student performance are not clearly defined. There is inconsistency between the results desired (what a student is expected to know and can do), the curriculum pattern, the school lesson, and the assessment of learning.

Ohio schools, like the nation, lack world-class standards. We do not ask our children to learn what other countries expect their children to know, nor do we require that they spend as much time in school as their counterparts. Our students do not fare as well on international comparisons of academic achievement. Given the "head-to-head" international economic competition we face, Ohio must give serious thought to what world-class standards mean as we set about determining the academic and vocational performances and skills we expect of all our students, and developing model curriculum that are closely aligned with the same.

Schools lack an orientation to developmentally appropriate practices—that is, the awareness that each student develops at his/her own unique pace. Schools expect all students to do the same thing at the same time and are content to let students achieve at different levels. Educational practices are fixed and not based

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on the growth and development needs of students. We need to reexamine how we use existing state and district resources (e.g.—Chapter 1, Disadvantaged Pupil Program Funds, etc.) to support a variety of extended student learning experiences, including before, after, Saturday, and summer school opportunities.

Schools are not designed to operate in a dynamic, interactive, and continuous improvement process.

Current practice is based on a limited number of instructional strategies and forms of assessment which do not require the demonstration of performance. Am. Sub. House Bill 55 redirects the focus of Ohio's testing system toward measuring what students have learned, yet our assessment strategies are largely limited to paper and pencil tests that do not guarantee that students are learning. Educators need to improve their ability to use assessment information to improve performance—that is, to benchmark or compare our progress toward world-class standards, and to use multiple measures to assess student performance.

The current education system does not develop the capacity of Ohio educators. Among the contributing factors are the following: educators are too hindered by time constraints and non-instructional responsibilities; a lack of technology impedes instructional and administrative effectiveness; and a professional development system does not exist that would help them to discover and use their untapped potential and to support the various environments in which they work—classroom, building, district, and community.

Supporting Evidence

Current elementary and secondary education standards for schools and preschools lack a performance focus. While the state has developed model curriculum in mathematics and language arts, it lacks a *comprehensive model* curriculum (i.e., what is expected to be taught and the level of performance desired) for science, social studies, second languages and the arts.

Developmentally appropriate practices are at cross purposes with school policies related to such issues as retention, expulsion, suspension, delayed entry based on age, and transition classes.

A Gap Analysis participant said that when you lose 25 percent of the ninth-grade class before graduation, the system is not a high-performance system.

Data from state ninth-grade proficiency tests indicate the absence of a performance-driven education system. Furthermore, this may also suggest that there is not a clear relationship between local performance expectations, curriculum, and classroom instruction.

Discrepancies in proficiency test performance between genders and among racial and ethnic groups by the end of ninth-grade would indicate that the system works better for some than for others.

- Although the percentages of African American and Hispanic students who, by the end of ninth-grade, pass the Ohio Ninth-Grade Proficiency Tests in mathematics and citizenship have improved since the 1990-91 school year, the cumulative passing rates for both groups of students remain significantly lower in both test areas than the corresponding rates for the overall student population at the end of ninth-grade.
- Substantial gender differences persist at the end of ninth-grade in reading, writing, and mathematics, with females outperforming males in reading and writing and males outperforming females in mathematics.

Although over time more students have taken more college preparation courses and have received higher grades from their teachers, ACT and SAT test scores have remained the same or decreased instead of increasing as expected.

There is little, if any, improvement in the number of first-year college students requiring remediation in mathematics and English.

Training and development programs are held outside of the normal school day as an add-on activity for faculty and administrators.

The school day does not provide time for school staff members to collaborate, plan, and engage in meaningful discussion.

Several Gap Analysis participants said that it would be more profitable for Ohio Department of Education personnel to assist with local curriculum development and implementation rather than review local courses of study for format concerns.

A number of Gap Analysis participants reported that the state policies and practices related to federal and state programs are inflexible.

There is a strong support for the redefinition of the Carnegie unit over time, which is viewed by many as a barrier to achievement of results for all students.

Dan Holden
Assistant Superintendent
Swanton Local Schools
(Fulton County)

Recommendations

1.1 Develop a state **policy framework** to support a **performance-driven education system** where the quality of a school is judged not by the eloquence of its policies and processes, but by the results it produces.

Policy Actions Required

1. Define the purposes of schooling.
2. Define the academic and vocational knowledges and skills expected of every Ohio high school graduate (what every student should know and be able to do).
3. Evaluate and redesign the State Board of Education's standards—pre-K, elementary, secondary, special, vocational and gifted—to support one system of education that sets high expectations for all

students; defines performance standards for schools and districts; and ensures every student has an opportunity to succeed.

4. Establish and disseminate model curricula that define both the content standards (i.e., what is expected to be taught) and the performance standards (i.e., the level of performance expected).

1.2 Design a **multidimensional assessment system** that supports the capacity of each school building, school district, and the state in improving student achievement. Each local district will need to closely link performance, curriculum, and instruction. In addition, as state and local performance expectations are increased over time to reflect world-class standards, local districts must redesign these linkages.

Policy Actions Required

1. Redesign state proficiency tests to help drive the academic content and performance standards of Ohio's schools to a world-class standard over time.
2. Develop a code of ethics on the administration of tests and the use of assessment results.
3. Provide venture capital for collaborative efforts to
   - design new and refine existing classroom and school assessment techniques;
   - design and refine new state-level accountability indicators;
   - design and conduct comparative studies of Ohio's results on national and international assessments with other selected states and the nation; and
   - design, field test, and implement assessment training modules for use in teacher preparation programs and the licensure renewal of practicing teachers.
4. Develop the public's confidence in local assessment programs, so the state no longer requires testing all students at four separate grade levels and instead meets its needs on a sampling basis.

1.3 Create a **professional development system** to assure the individuals working in Ohio's schools have access to the training necessary to continually develop their skills and knowledge based on the changing needs of the state and society.

Policy Actions Required

1. Develop and fund site-based professional development capacity designed to align the dimensions (i.e., student achievement, curriculum, instruction, assessment, rewards, and consequences) of a performance-driven education system and assure continuous improvement.
2. Establish for all school districts a minimum annual investment in staff development and training equal to 2% of the districts' payroll budget.
3. Develop a system of training centers that support the growth and development of Ohio's educators.
4. Develop teacher academies that support training and cross-training in specific subject matter and teaching practices.
5. Develop leadership academies to support the training and development needs of local board members, superintendents, and principals.
6. Develop and provide access to an information network that allows educators access to best practices and innovative ideas.

Technology education gives our students the chance to use the specialized building blocks of science, mathematics, English, and social sciences as the basic foundation to make the world a better place in which to live and work. Technology is the mortar that bonds all the individual content-area bricks together. Building a wall of technical knowledge and skill allows our youth to be competitive.

Steve Moorehead
Instructor, Elmwood Middle School
(Wood County)
President, International Technology
Education Association

1.4 Assure all students and educators have access to **technology** that is necessary for teaching, learning, professional development, and management of the same.

Policy Actions Required

1. Establish the necessary hardware and software linkages among and within school districts to ensure that all school buildings and classrooms are connected.
2. Create a governance and budgetary structure that fosters an integrated and comprehensive system of technology that will
   - expand and link instructional applications of technology in the classroom, distance learning opportunities for students, and decision-making capabilities for educators from the classroom to the central office, as well as state policy makers.
   - use the State Board of Education's State Plan for Technology as a basis for funding local consortium plans and service providers.
   - redesign standards for service providers that assure technological compatibility with the State Plan and with national and international standards.
   - promote information sharing across education, human service, and other agency systems at the state and local level in a manner consistent with the Family Privacy Act and other related state and federal laws.

How do you know which schools to reward? Look at the schools that are working on continuous improvement–not just test scores.

Cheryl A. Stefanik, Teacher

1.5 Build on the **framework of school recognition and intervention** established in Senate Bill 140 to assure that the system emphasizes and supports school improvement as well as holds schools and districts accountable for the quality of the results they produce.

Policy Actions Required

1. Develop indicators that measure the depth and breadth of school quality that can be used across time to measure progress and improvement.
2. Develop a system of rewards and recognition for schools and districts with exceptional performance or progress.
3. Develop a system of interventions and consequences to be applied to schools that fail to meet defined standards of quality or improvement.

1.6 Create a Department of Education whose primary mission is **not to police and regulate** but to provide **technical assistance** to schools and educators and to help them find **solutions to their problems**.

Policy Actions Required

1. Create a mission-driven organization that integrates programs and services and ensures comprehensive solutions to problems.
2. Build capacity for high-performance schools by developing and supporting effective school improvement processes and networks.
3. Sunset all current education laws and regulations on a date certain that obstruct innovation and inhibit flexibility necessary for achieving continuous improvement. Those statutes that support health, safety, and student, parent, and employee rights are exempted from this policy action recommendation.

1.7 To further enhance the **quality of its education workforce**, Ohio must:

(a) **create a state-of-the-art, performance-driven licensure system** through which the state grants educator licenses only after individuals have demonstrated that they know required subject matter, possess knowledge required of all educators, and can actually teach or carry out the functions required of the position for which a license is sought.

(b) **develop evaluation and development systems** that assure that the individuals working in Ohio's schools are meeting the demands placed upon them.

(c) **redesign educator preparation programs** so they contribute to attaining the learning goals we hold for the state's early childhood programs and elementary and secondary schools.

Policy Actions Required

1. Define what educators need to know and be able to do to begin practice (teaching, counseling, administering, etc.).
2. Develop or adopt assessment instruments that measure the knowledge required of all beginning educators, the specific knowledge required to teach each subject area, and whether the individual can actually teach.
3. Abandon existing program approval processes and develop a policy to determine who should be allowed to take the licensure examinations and, if qualified, be allowed to begin practice.
4. Develop new approaches that support the effective transition between preparation and practice, including beginning year educator residency programs.
5. Develop new programs to prepare individuals affected by the downsizing of the military and corporations to qualify as teachers.
6. Develop new approaches, including interdisciplinary training, that connect the redesign of educator preparation with the redesign of prekindergarten, elementary, and secondary education.
7. Develop quality control mechanisms that contribute to the public's confidence in the state's educator corps, including:
   - a policy to determine the frequency and basis for license retention (determine who is qualified to continue practice).
   - a systematic evaluation system that provides for the periodic evaluation of actual performance, intervention where performance is unsatisfactory, and removal when unsatisfactory performance is not corrected.
   - a system that defines and assures ethical practice for educators and provides the means to revoke licenses of educators who violate ethical practice.
8. Develop a professional standards board whose membership is comprised primarily of individuals certified by the National Board for Professional Teaching Standards. This board would have policy authority over the qualifications for licensure, enforcement of professional ethics and practice, and requirements for continuing licensure. Administration of the board's policies would rest with the Ohio Department of Education.

National Education Goals: 1-6

Business Roundtable Public Policy Agenda: Performance-Based Education, Assessment, Accountability, Staff Development, Technology, and Operating Assumptions

(See Appendix D—The National Education Goals and The Business Roundtable Public Policy Agenda)

Cluster 2: Change

While improving schooling in Ohio will require changes in teaching and learning, there are some traditional tenets of a quality education that continue to stand the test of time—fundamentals like safety, discipline, respect for teachers, and the active involvement of parents in their children's education. Nonetheless, schools are complex organizations, so some of the solutions to problems in our schools will require more complex changes.

Ideally, we need to have a school culture and support system that supports innovation, risk-taking, and change. Continuous improvement in performance results will require continual redefinition of the beliefs, methods, routines, structures, and relationships in schooling. This will require us to open up our schools and break down traditional boundaries, both internally and externally.

As I have said before, if you want to get anything accomplished, you have to work together. I'm very happy that the governor is making education a priority and that we legislative leaders have agreed on this issue.

Vern Riffe
Speaker of the
House of Representatives

We will need to change the relationships among teachers, administrators, and students through site-based decision-making, and establish new partnerships with the broader community—families, neighborhood and civic groups, institutions of higher education, business, industry and labor, and other human service agencies. Changes in school cultures and missions all present huge challenges for site-based decision making and community involvement. Long-term, ongoing, well-funded, and meaningful professional development for all educators and school support personnel, human service administrators and providers, and members of various boards is critical to improving education.

Given the current condition of learning and learners in our state, Ohio's educational institutions and human service agencies will need to collaborate in designing new organizing principles and modes of operation to ensure a full range of integrated, needs-based services and products for each of our learners and their families who need and want them. Each sector must recognize the immediate need for major change in education and commit to continuous improvement in the quality of education and the delivery of family and children services. Both systems must draw on the broad range of talent and resources each directs, to better integrate and even share governance for the totality of services to families and children.

The following issue, gaps, supporting evidence, and recommendations on change reflect the responses of the Gap Analysis participants, the Ohio Family and Children First provider and client focus groups, and the study, *Governance of Education and Human Services in Ohio*, conducted by Leadership Development Associates.

Issue

The school culture and infrastructure must change before we can achieve a performance-driven education system.

Gaps

The current education system supports uniformity within the culture of each school and fosters a state of inertia.

Ohio does not have a comprehensive system of professional development.

In the current system there is an absence of equitable, available, and accessible performance-driven educational experiences for all students from preschool through high school.

Currently in schools, roles and relationships are discrete, routines are fixed, and responsibilities are given according to position rather than to the people who directly help students learn.

A multitude of disjointed educational support systems with overlapping jurisdictions and funding sources creates barriers for effective and efficient service delivery at the school site.

The governance of education and human services at the state, regional, and local levels is fragmented—we lack a "systems" approach to service delivery.

Supporting Evidence

Resistance to change is a barrier to embracing the continuous improvement model. Schools and social service agencies sometimes lack the talent, resources, and organizational support for change.

A Dayton business executive said the real challenge is getting all the players at the table and keeping them talking until they reach a shared vision.

The real challenge is getting all the players to the table and keeping them there talking until they reach a shared vision.

Retired Dayton Business Executive

Collective bargaining, as it is practiced in some districts, is sometimes viewed by participants on both sides as an impediment to achieving shared responsibility. Both superintendents and teachers have expressed the need to move beyond adversarial relationships and to build partnerships in which both sides share responsibility for student learning.

Several of the participants in the Ohio Family and Children First round table discussions indicated Ohio lacks a comprehensive and systematic mechanism for delivering and evaluating services to families and children.

Training is sporadic, poorly funded, not given enough time, and unaligned with the needs of educators, human service personnel, and board members in addressing what our students require now—and in the future.

Educators said staff development must mean more than looking at new or old teaching techniques. It should involve all staff members in determining how they can foster the mission of the organization, both at the building and district level.

Several of the people interviewed described structural problems, inequitable resources, and the lack of a coherent regional delivery of services as concerns that add to the financial, programmatic, and governance problems that are barriers to the creation and operation of a performance-driven system of schools.

Recommendations

2.1 Redesign Ohio schools by transforming the organization, design, and routines of schooling, to ensure that schools can meet the expectations we hold for them.

Policy Actions Required

1. Encourage and support site-based decision making.
2. Provide venture capital to adopt or invent school improvement models, which may include: the Effective Schools, the Accelerated Progress School (Levin), Coalition of Essential Schools (Sizer), Community Schools (Comer), and Success for All Schools (Slavin). The implementation of these models will be founded on site-based management and will include provisions for sustained professional development for all educators as well as education support personnel.
3. Use the educator training centers to provide a comprehensive system of professional development that includes collaborative practices, site-based management, interdisciplinary training programs, and school improvement models that will align curriculum, instruction, and assessment. The nature of training will involve problem solving, reflective practice, collaboration, and content information. In addition, training will include practices that affect the quality of instruction, including lecture, demonstration, practice, and ongoing support.

By pulling together policy makers who are key to educational progress and involving a broad base of people who are truly concerned about our state's students, we know that we will have the kind of dialogue, hard work, and dedication needed to accomplish the vital task at hand.

Chester Roush
President of the
State Board of Education

2.2 Streamline and integrate existing governance structures to increase the efficiency and effectiveness of the services provided to children and their families in their local communities and schools.

Policy Actions Required*

State Level

1. Authorize the State Superintendent of Public Instruction to analyze the expenditures of every school district in the state to determine the relative efficiency of each districts' costs for instructional, administrative, and student support services. When school districts

* See also Family Support and Advocacy Recommendation 3.3

are found to be inefficient, require the local board of education to prepare a corrective plan to "right-size" the district budget.

2. Authorize the state to forgive or repay school district commercial loans when such debt precludes a school district from ensuring a sound educational program for its students through a merger or consolidation with a fiscally viable school district.

3. Codify the Family and Children First Cabinet Council to bring permanent coherence to planning, funding, and delivering education and human services in Ohio.

4. Transform the delivery of education and human services into a results-oriented and client-focused system by reallocating agency budgets to fund comprehensive, client-centered services rather than program-centered activities. Identify and remove legislative and administrative structures that fragment services provided to families and children.

5. Provide incentive grants to no more than seven counties to pilot various Family Service Council models, including the development of new, unified governance structures that replace the existing agencies and boards at the county level. Each pilot will develop a plan for integrated family-based policy making and service delivery on a county or regional basis.

Regional Level

1. Integrate the governance and delivery of educational support services to schools by consolidating the myriad of existing regional boards and service delivery areas. A commission, jointly appointed by the Governor and General Assembly, should develop and recommend a blueprint for establishing comprehensive education service areas governed by no more than 45 regional unified boards. The commission shall determine the boundaries of each service area; the minimum menu of services to be provided by each service provider and the parameters under which school districts can negotiate their services or change their service area assignment; the size and method of selection for the regional governance boards; the appropriate mix of state and local funding to support each; and the timetable for phasing in the new regional system to be completed no later than July 1995.

Local Level

1. Encourage and support site-based decision making and management by:

   a. Redirecting the role of school boards to focus their authority on policy development and oversight rather than administrative functions and processes.

b. Training and assisting central offices and building level staff to share decision-making for the budget and operations of individual school buildings.

c. Authorizing "Charter Schools" in which parents and educators can form innovative, autonomous, and site-managed schools sponsored by the local board, the state board, city council or any other public entity.

2. Authorize school districts to maintain individual elementary schools and to create joint high school districts when the continuance of individual district high schools is not feasible.

We don't need any more problem tellers, we need problem solvers.

Business Executive

2.3 Engage the public in redesigning its schools around high-performance education through the community-based **Ohio 2000 initiative.**

Policy Actions Required

1. Connect the individual community-based education improvement strategies—Ohio 2000, Adopt-A-School, Business Advisory Councils, Operation Ready to Learn, etc.—that exist at the state level to foster coordinated community involvement initiatives at the local level.

2. Develop strategies to encourage local communities to commit to the Ohio 2000 initiative which includes establishing local education goals; developing strategies to reach the goals; reporting results to the community; and redesigning at least one of the schools in the community.

National Education Goals: 1-6

Business Roundtable Public Policy Agenda: Performance-Based Education, Accountability, Assessment, School-Based Staff, Staff Development, Technology, and Operating Assumptions

(See Appendix D—The National Education Goals, The Business Roundtable Public Policy Agenda.)

Cluster 3: Family Support And Advocacy

Healthy children who are loved and cared for in a stable, nurturing environment are more likely to succeed in school. Numerous research evaluations have shown that preventive investments in comprehensive, needs-based, and family oriented programs and services can ensure a child's readiness for school in the short term, and create educational successes that produce financial savings as well as develop all their talents to become responsible and productive citizens in the long term.

The following issue, gaps, supporting evidence, and recommendations reflect the responses of the Gap Analysis participants about family support and advocacy.

Issue

Family support and advocacy are preconditions to success in a performance-driven education system.

"We have to focus on what's best for all children," he said, emphasizing that all groups involved had to be part of a "common march" to complete the task at hand."

Stanley Aronoff
President of the Ohio Senate

Gaps

Comprehensive early education programs are not available to all economically disadvantaged and disabled three-, four-, and five-year-old children.

Ohio does not have an integrated comprehensive system of family support services for children and their families who need and want them.

The quality and quantity of family support services is insufficient, which results in underserved and unserved families and children.

Ohio lacks an advocate/mentor support system for children and families who need and want such support.

Supporting Evidence

Of the 82,000 children ages 3 and 4 who are living in poverty in Ohio, only 34,137 (41 percent) are participating in Head Start, and 2,433 (two percent) are participating in public school preschool.

A parent with a special needs child related that 14 service providers were visiting her home each week to serve her child. These well-meaning providers were unaware of each other's work.

Service providers related that the government bureaucracy has overregulated family support services. Much of the service providers' energy and time are spent on paperwork rather than on serving the client.

Ohio lacks a comprehensive health care system for pregnant women and teenagers who have children. The number of low birthweight babies provides

clear evidence of this fact: seven percent of the births in 1990 were low birthweight (less than 5.5 pounds).

There are increasing numbers of adults who are custodial parents (nonbirth parents, e.g., grandparents foster parents, etc.).

Ohio lacks sufficient physical and mental health services. For example, only 52 percent of Ohio's two-year-olds were fully immunized in 1991.

Only 36 percent of Ohio's school districts have family support and education services such as Parents as Teachers, family resource centers, and Training Ohio's Parents for Success.

Of all preschool programs in Ohio, only two percent are accredited by national standards.

Recommendations

3.1 Provide high quality, developmentally appropriate, **comprehensive early education programs** for all three-, four-, and five-year-old economically disadvantaged children and children with disabilities.

Policy Actions Required

1. Fund a Head Start and comprehensive child development program for every child whose family earns below 185 percent of the poverty level.
2. Change the state basic aid formula to reimburse all-day, every day kindergarten programs for every child attending school in areas with 20 percent or greater concentrations of poverty.
3. Encourage all state-funded programs to meet national accreditation standards to ensure the delivery of high quality services.
4. Create a state loan fund to support the facility renovation necessary to support program expansions.

3.2 Create comprehensive **school-based or school-linked family service centers** that provide a single access point of services for families who need and want them. Target communities with the greatest concentration of children living in proverty.

Policy Actions Required

1. Provide funds for communities to adopt and use new collaborative ways of working with families so that health, education, and human services delivery systems can be reshaped and integrated to meet their needs.

2. Establish a family support-and-education program, including an advocate/mentor support system, in each of the centers. Such programs could include Parents as Teachers, Parent Mentor projects, and Home Instruction Program for Preschool Youngsters (HIPPY).

3.3 Assure a **responsive system at the state and local levels** (needs-based, community-owned, eligibility-determined, case-advocated) through the Family and Children First initiative.

Policy Actions Required*

1. Codify the Family and Children First Cabinet Council to bring permanent coherence to planning, funding, and delivering education and human services in Ohio.
2. Transform the delivery of education and human services into a results-oriented and client-focused system by reallocating agency budgets to fund comprehensive, client-centered services rather than program-centered activities, and by identifying and removing legislative and administrative structures that fragment services provided to families and children.
3. Provide incentive grants to no more than seven counties to pilot various Family Service Council models, including the development of new, unified governance structures that replace the existing agencies and boards at the county level. Each pilot will develop a plan for integrated family-based policy making and service delivery on a county or regional basis.

I thought college wasn't for me. I didn't have any money, so I didn't study in high school. But "I Know I Can" tells you that you can do it. It's different when you know somebody cares.

Elizabeth Eavers
Graduate
Linden-McKinley High School,
Columbus City Schools
Ohio University Premedicine

3.4 Work with health care professionals to ensure that all children receive high **quality primary care and preventive health services** and to guarantee all women receive early and continuous prenatal care.

Policy Actions Required

1. Seek full funding for Women, Infants, and Children (WIC), a supplemental food program.
2. Remove cost and accessibility barriers to assure that all of Ohio's children will be fully immunized.

National Education Goals: 1-6

Business Roundtable Public Policy Agenda: Health and Social Services, Ready to Learn, Staff Development, Operating Assumptions

(See Appendix D—The National Education Goals, The Business Roundtable's Public Policy Agenda)

* See also Change Recommendation 2.2

Cluster 4: Lifelong Learning

"Ohio needs a seamless education and training system that supports students in their initial transition from school-to-work—or to further education—and ensures adults can become lifelong learners."

Elaine H. Hairston
Chancellor
Ohio Board of Regents

The future of Ohio's workforce, economy and quality of life is directly linked to the educational preparedness of its citizenry. The knowledge and skills necessary for the high-performance workplace and the decision-making skills required to be a thoughtful, participating citizen, in an increasingly complex world, requires higher educational attainment by all Ohioans.

Learning cannot be limited to only the younger students who attend Ohio's preschool, elementary, and secondary schools. Since eighty-five percent of America's work force for the year 2000 is already in the work force, improving schools for today's and tomorrow's students is not enough to assure a competitive America in the future.

No nation has produced a highly qualified technical workforce without first successfully providing its workers with a strong educational foundation. High-performance workers require core competencies and skills including the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies.

Ohioans must continue learning throughout their lives. It is projected that 75 percent of all adults currently employed will need retraining by the year 2000. Ohio's shared vision must therefore include supporting students in their initial transition from school-to-work, or to further education, and helping all adults become lifelong learners who are literate, responsible, and able to compete in a world economy.

Issue

We need an educational system that prepares youth for successful entrance into today's job market and that provides options for students and our current workforce to upgrade skills, credentials, and educational levels over time.

Gaps

Ohio, like the nation in general, lacks a systematic school-to-work transition system that includes a focus on career planning and development for both youth and adults.

The most desirable jobs that hold some promise of employment through the turn of the century require some education beyond high school, if not a full baccalaureate degree. Ohio has 13% fewer high schoolers going on to college than the national average. Also, Ohio lags behind the nation and the Great Lakes region in the percent of the workforce and the percent of manufacturing workers with some post-secondary education.

Ohio lacks a cohesive, coordinated adult workforce development system. As many as 15 state agencies currently provide workforce development services through approximately 31 programs.

Ohio lacks the articulation between secondary, associate degree, and baccalaureate programs that is necessary to provide clear career paths with unduplicated training and education from one level to the next.

Business and industry do not yet play a significant role in identifying and verifying industry-recognized, occupational skill standards. Because employers have not set academic and skill standards, few students can be certain there is a market for the education and training they pursue.

American employers spend an estimated $30 billion annually on training, of which no more than eight percent is targeted at front-line workers.

Supporting Evidence

According to the 1990 census data, 24% of Ohio's adult population age 25 and older have not completed high school or its equivalent.

Only 17% of Ohio's population age 25 and older have completed four years of college or more compared to 20.3% nationally.

When business and industry are able to articulate performance expectations for successful entry and advancement in occupations, educators respond favorably. The National Institute for Automotive Service Excellence (NIASE), for example, identifies competencies and certifies entry-level training programs on the basis of industry developed standards. These standards have been embraced by many Ohio vocational programs and two-year colleges.

According to a workplace literacy survey conducted in 1990 by the Ohio Bureau of Employment Services for Ohio manufacturing companies, 15% of Ohio's workers have basic literacy problems, 20% have interpersonal or technical skill inadequacies, and over 30% have problem-solving and leadership weaknesses.

Ohio's annual Progress Report on the National Goals cites the lack of consistent, verifiable, results oriented data pertaining to adult literacy and lifelong learning.

Recommendations

4.1 Structure Ohio's performance-driven education system to support the transition of all students to work and to lifelong learning.

Policy Actions Required

1. Prepare and motivate all students for their educational and career decisions by providing early career orientation and exploration experiences and by initiating the development of an Individual Career Plan (ICP) for all students beginning in the eighth grade.
2. Create an education system where all secondary students enroll in a vocational education program, a college preparatory program, or a combination of the two (Tech-Prep) and, upon exiting the system, students will receive a Career Passport designed to demonstrate the student's academic and vocational competencies, work experiences, and other relevant credentials.
3. Accelerate the modernization of vocational education and integration of vocational and academic instruction.
4. Continue the development and implementation of Tech-Prep opportunities that link secondary school education and training with that provided by two-year post secondary institutions, culminating in an associate degree or certificate in a specific career field.
5. Develop and implement local pilot projects designed to provide expanded opportunities for Ohio youth that connect work-based training to classroom learning. Educators at the secondary, post-secondary and baccalaureate levels must better collaborate with industry and organized labor to define and develop such rigorous learning experiences.
6. Expand the Jobs for Ohio's Graduates program statewide to offer a comprehensive strategy for meeting the most urgent challenges of at-risk youth: reducing the dropout rate, increasing the graduation rate, and increasing the successful rate of placement into the labor force.
7. Develop a state-funded student loan program for students who wish to enroll in postsecondary education programs on a part-time basis to address the needs of the "working learner."

4.2 Build a seamless system of educational programs through improved program articulation and coordination among secondary education programs including vocational and adult vocational, technical education, baccalaureate programs and workforce training initiatives through the Governor's Human Resource Investment Council (GHRIC).

Policy Actions Required

1. Establish an advisory body to identify options and develop a plan for (a) statewide coordination of education and training services; (b) improved articulation of students between systems and programs; (c) establishment of consistent data collection and program quality indicators statewide.

2. Support post-secondary institutions in examining how a performance-driven education system—as well as other skills credentialing initiatives—affects college admission standards and practices.

4.3 Create and sustain working partnership among key players in industry, education, labor, and state and federal governments to support and shape the development of regional and national efforts related to skills standards and credentialing.

1. Continue the Ohio Competency Analysis Profiles (OCAPs) and Tech-Prep Competency Profile (TCP), which use representatives from business, industry and labor to verify the occupational, academic, and employability skills needed to successfully enter the workforce in 49 occupational clusters.
2. Develop and adapt assessments like the American College Testing (ACT) Work Keys Assessment to measure achievement of OCAP/TCP competencies.
3. Link the OCAP/TCP experience and other skill standard efforts to other education and workforce training programs and systems in Ohio to reinforce and extend their value.

4.4 Promote literacy and lifelong learning as essential to a high-performance workforce.

Policy Actions Required

1. Expand the Adult Basic Literacy Education program to meet more of the unmet literacy needs of Ohio adults.
2. Create a statewide Task Force/Council on Literacy as part of the Governors Human Resource Investment Council's (GHRIC) Education Committee to provide a stronger, more coordinated support system for literacy activities and programs in Ohio.
3. Initiate individual career portfolios to help adults establish an educational plan that will ensure they achieve their career goals.

National Education Goals: 1-6

Business Roundtable Public Policy Agenda: Performance-Based, Assessment, Accountability, Staff Development, Technology, Operating Assumptions

(See Appendix D—The National Education Goals, The Business Roundtable's Public Policy Agenda)

Appendix A—Program Participants

Attendees at the Summit and members of the Education Coalition who were interviewed helped identify school district programs and practices that would add real-life experiences to the Gap Analysis. While most school community teams were interviewed on site, some teams came to Columbus to be interviewed.

The school community teams were selected for a variety of reasons. Some school communities have innovative programs on site that might be adapted or adopted by another school community. Other school communities have recently initiated efforts to enhance local collaboration and education reforms. Still others were selected to broaden the perspectives and understandings of such questions as, "How have you collaborated with the business community?" or "How have you worked at the local level to align the curriculum and to provide the necessary intervention?" or "How does your professional development process assist in accomplishing positive change?" or "How were you able to move toward site-based decision making?"

Efforts were made to visit a wide variety of districts from across Ohio. School communities were asked to assemble a team that included a member of the business community, a school board member, a parent, a teacher, a non-certificated staff member, and an administrator. The teams were given the opportunity to participate in open dialogue and to contribute their perceptions in writing.

Following are highlights from interviews with 265 Ohioans who participated in the interview process.

Akron City Schools

Barrett Elementary School provides schoolwide innovative programs with students from **special needs classes** integrated into regular classes.

The FOCUS program provides **support for black males** at the middle school level. The program utilizes small classes (five students), that focus on mathematics, social studies, language arts, and computers.

Akron City Schools intends to offer a **warranty for their high school graduates.** One year of free adult basic education is offered if students are unable to pursue post-high-school training or find gainful employment because they lack skills or background. This program is to be in full operation by 1993.

The Akron community and education leaders substantiated the belief that **schools must ask for business and community advice and provide results.** Monetary help will follow. For example, the Rolling Acres Mall gave school employees a ten percent discount for encouraging proper student mall etiquette through the development of a curriculum that emphasized responsible

citizenship. At an Academic All-Star Banquet one business sponsored a drawing for college scholarships and savings bonds. The Ambassador Business pays any educator who is published with a $200 certificate for supplies and expenses to an educational conference anywhere. The Portage Path Elementary School participates in an AppleTalk program with a local nursing home, in which the students communicate electronically with elderly patients.

The innovative potential of Akron was demonstrated by its selection as a New American School pilot site.

Contact: Terry Grier, Superintendent (216) 434-1661

Ashtabula County Schools

The **fiber optics system** of Instructional Television (ITV) is key to the education system of this rural northeastern county. Collegiality is an important factor in coordinating a core group of individuals to get the concept in place and working. Using the Minnesota ITV model and consultant services, educators and students both benefit from this approach to education. Students are enabled to take additional courses broadcast from other districts in the county.

The **businesses and the community** have a **long-term involvement** through the Civic Development Corporation (CDC). The 26-year-old CDC raises funds to provide human services.

Contact: Jerry Brockway, Superintendent (216) 576-9023

Bellefontaine City Schools

Bellefontaine Schools developed one of the first English-as-a-Second Language **(ESL) programs for Japanese students** ten years ago. In addition to the program for students, a friendship center, funded by the Ohio Department of Education literacy grants, serves as a family advocacy program. This year Japanese exchange teachers will add depth to the program.

Contact: Bob Carter, Superintendent (513) 593-9060

Butler County Joint Vocational School

In addition to the other Classroom of the Future (COF) components, this COF site offers a **Personalized Summer Staff Development program.** Faculty members are able to determine staff development activities for the summer months. Up to five days at $100 a day were allotted to each faculty member.

Contact: Joan Bruno, Director (513) 868-6300

Cincinnati City Schools

The Cincinnati Buenger Commission report (named for Clement C. Buenger, the chairman of the board of the Fifth Third Bank Corp. and head

of the Cincinnati Business Committee Task Force of Public Schools) is responsible for a major **restructuring** of the Cincinnati City Schools. The design team was composed of parents, union representatives, administrators, and business people, all of whom joined at the beginning of the process.

The new structure eliminates several layers of bureaucracy, including the district's area superintendents and the entire department of administration, curriculum and instruction. Teachers will now report directly to building principals, who will in turn report directly to the superintendent or his deputy. The drastic reorganization of the district's bureaucracy slashes the number of central-office administrators by more than half and transfers control of day-to-day business operations to a business-trained vice president.

As Cincinnati is restructuring its system into mini-districts, the district is opening a new **human resources development center.** Much of the training beginning in the summer of 1992 is designed to prepare staff for the next school year, when many new initiatives will be implemented.

Contact: John Brunner, Assistant Superintendent (513) 369-4049

The **Cincinnati City Schools Earn and Learn Programs** include the following four initiatives to help at-risk students improve their academic performance and attendance with the goal of graduating from high school prepared for a career or higher education:

- The **Silver Project** for ninth-grade students helps them earn credits to move to the tenth grade and on to graduation. Four teachers, one coordinator, and one instructor assistant help students work at their own paces using individual learning packets. A team approach with block scheduling is used and teachers meet every day during a common planning period.
- The **Middle and High School Earn and Learn Program** includes a six-week summer component where students participate in an enrichment program in the morning and work for three hours in the afternoon. During the school year, students continue to work with their school coordinator and enrichment teachers in the Earn and Learn Club, and they receive individual group counseling.
- The **Elementary Earn and Learn Program** provides an opportunity for sixth-grade students to meet two hours per week in an after-school enrichment program.
- The **Bridging Program** utilizes teachers as counselors and instructor assistants who work with students on individual academic, social, and emotional concerns and attendance.

Contact: Helen Rindsberg, Director (513) 369-4792

Dayton City Schools

The math science project is a cooperative effort with the University of Dayton to **upgrade the mathematics and science curriculum**. This grass-

roots, staff-participatory project is designed to transform the curriculum. It is funded with a National Science Foundation grant that focuses on performance-based assessment.

Contact: James A. Williams, Superintendent (513) 461-3000

East Muskingum Local Schools (Muskingum County) Muskingum College

The **Consortium for Instructional Improvement** involving 20 institutions in four counties serves as a model in applying to become a Regional Teacher Training Center. Trust growing out of long-term equitable relationships enabled this effort to succeed. This consortium operates with the understanding that regional training can only lead to reflective practitioners if the local schools take responsibility to follow through with supportive policies and practices.

A strong commitment to local responsibility for innovation and ongoing cooperative work between elementary, secondary, and higher education are some of the reasons why the schools were selected as a New American Schools pilot site.

Contact: James Mahoney, Superintendent (614) 826-7655

Elmwood Local Schools (Wood County)

The **public preschools** in each of the three elementary schools help to communicate how to help students and also affects parents' understanding about what is important for three- and four-year olds. Building on this commitment to early childhood education, in 1992 Elmwood is opening all day, every day kindergartens.

A strong **industrial technology program** utilizes problem-solving situations within the curriculum, group work, and alternative answers to solve a problem.

A classroom has been made available for Bowling Green State University's faculty and education students to use as a "base" as they work with the staff and students at Elmwood.

The willingness of this rural community to collaborate on innovative programs was a feature that lead to its schools' selection as a New American Schools pilot site.

Contact: Kenneth Hawley, Superintendent (419) 655-2681

I Know I Can (Columbus)

I Know I Can, a nonprofit corporation in Columbus, was created in 1988 to encourage all Columbus City School District **students to consider carefully all postsecondary educational opportunities**. The program has three goals—

to counsel college-bound students and their parents regarding college admissions and financial aid; to provide Last Dollar grant assistance, as individually required, to those qualified students who have a demonstrated need; to motivate and encourage elementary, middle, and high school students to stay in school and plan to pursue college; and to make them aware of the benefits of postsecondary education.

This program depends heavily on volunteer advisors who work with students during and after school hours. The budget is devoted almost entirely to monies that go directly to students.

Contact: JoAnn Davis, Executive Director (614) 469-7044

Mansfield City Schools

The successful **Reading Recovery program** provides an intensive one-on-one treatment for first-grade students who are at risk of not learning to read.

The **Extended Day Kindergarten program** serves the lowest functioning kindergarten students as identified by kindergarten screening, teachers, and a multi-criteria selection checklist.

The **Mansfield City Schools Partnership Program** links local business, association, governmental, community, and educational institutions with schools so that resources can be shared for mutual benefits of instructional, social, cultural activities. The school-business partnership has many interesting components, including its proposal to benchmark the district—that is, to compare it to similar districts across the state and nation.

The innovative potential of this school district was noted when it was selected as a New American School site.

Contact: Mel Colman, Superintendent (419) 525-6400

Mayfield City Schools

The **peer-to-peer coaching approach** to staff development had improved the climate in the Mayfield City Schools. The purpose of this approach is to transfer the elements of instruction approaches to the classroom. The focus is to empower the staff members with skills and the ability to provide their own collective growth.

Center School features an organizational system directed toward empowering staff members to become actively involved in the decision-making process as part of a **site-based approach**. The support of the board of education, administration, the positive commitment from staff, union participation, and the easing of restrictions at the state level have been the greatest enablers to this principal-led team.

The support for the use of **technology** is exemplary. A secondary-level director of technology and an elementary-level coordinator provide ongoing technical assistance to the staff members showing them how technology can support and enhance the delivery of education services. Adult education classes are used to train the faculty and staff.

The **Voluntary Community Service** benefits both the community with services and the students who build social responsibility into their future by serving as youth volunteers. It utilizes existing community service agencies such as the Red Cross and Salvation Army. The program focuses on interpersonal services, not just jobs. The program is funded with a Community Education Grant.

The **Adult Volunteer Services** coordinates and oversees the recruitment, placement, orientation, training, supervision, and recognition of adult volunteers in the Mayfield City Schools. This program reaches out to the community to find the best resources available to enrich the curriculum.

The potential for successful innovation was demonstrated by the selection of the Mayfield City Schools as a pilot site for the New American Schools project.

Contact: David Abbott, Superintendent (216) 442-2200

McDonald Local Schools (Trumbull County)

Beyond the focus of a single program, the parents, educators, and members of the community have demonstrated unusually high personal commitment to **aligning learner outcomes with curriculum** for each student. The successful intervention program is a model of both professional dedication and expert assistance from a county office.

Contact: Matt Chojnacki, Superintendent (216) 530-8051

Middletown City Schools

Site-based decision making focuses on various forms of decision-making and promotes parental involvement in the schools. The business community has made major contributions in this realm, especially in providing inservice activities on team building. A key factor in the success of the site-based management in the district has been the policy not to begin this process until at least 75 percent of the staff in a building express an interest in the process.

The district provides a yearly calendar of approximately 200 **inservice programs** on the basis of staff input. Staff members are expected to attend at least six hours of programming sponsored by the district. The programming is provided largely through the application of grant monies with some assistance from area businesses.

Garfield Alternative Education Center is an **alternative high school for at-risk youth** that focuses on improving school attendance and proficiency test scores. Counseling, home visits, and staff members who serve as mentors are keys to the success of this program.Ongoing staff development is one of the biggest enablers of this program.

The innovative potential of this district is reflected in its selection as a New American Schools pilot site.

Contact: Harry Eastridge, Superintendent (513) 423-0781

Oberlin City Schools

The schools have an **active parent involvement** program, an **interagency council**, and good **working relationship with Oberlin College** to help bring together the entire community to educate the students. Special attention has been given to the initiation of business collaborations.

Contact: Chip Edelsberg, Superintendent (216) 774-1458

South-Western City Schools

The Educational Success Program provides **educational assistance, support and alternative programming to students in danger of dropping out of school in grades 9-12**. This intervention program has an 83 percent retention rate.

Love and Affection—A Volunteer Grandparent Program involves volunteer senior citizens who work in assigned classes with students on a one-on-one basis at Prairie Norton Middle School. The program, which is financially supported by the Kiwanis Club, has endured for 18 years.

Contact: Bob Bowers, Superintendent (614) 875-2318

Reynoldsburg City Schools

The Reynoldsburg High School's innovations include an **Effective Schools grant** for planning, **North Central Outcomes Accreditation** for the evaluation, and **Restructuring and Rethinking Coalition of Essential Schools** for improvement strategies to fuel its education reform efforts.

The Reynoldsburg City Schools' **staff development** program is directly related to the superintendent's vision of becoming an outcomes-driven system. All staff development is site-based and focused on achieving agreed-upon outcomes.

The restructuring efforts include all employees, both classified and unclassified.

Reynoldsburg has experimented with **block scheduling** to allow for more staff planning time.

Nominated as a New American School pilot site, Reynoldsburg is a school district with demonstrated potential for innovation.

Contact: Richard A. Ross, Superintendent (614) 866-2815

Stark County Schools

The **county-wide technology** program provides educators and employees with a technology laboratory for professional development. The relationship with Diebold Corporation to develop the laboratory is an indication of the long-term relationship of the area businesses and industries with education.

Contact: Curt Hinds, Superintendent (216) 453-7711

Steubenville City Schools

Three of the six elementary schools offer **choice programs**. The Garfield Elementary School offers an international studies program, and Roosevelt Elementary School focuses on mathematics and science and offers preschool, handicapped, and latchkey programs. Wells Elementary School makes up the third choice school for computer education and the fine arts. These site-based management schools have brought about more parent involvement and have attracted 45-50 families from the area parochial schools.

Contact: Dan Keenan, Superintendent (614) 283-3767

Swanton Local Schools (Fulton County)

This successful Classroom of the Future site utilizes a systemic approach to educational improvement. It utilizes **technology** to enhance students' ability to track their own progress. This model program provides examples of **merging grade levels** and **flexible use of time** that make achievements the constant.

Its innovative track record, along with staff and community support, made Swanton a good choice as a New American School pilot site.

Contact: Roger Barnes, Superintendent (419) 826-7085

Appendix B—Gap Analysis Interview Teams

Below are listed the persons who participated as members of the Gap Analysis Interview Teams.

Educational Coalition

Buckeye Association of School Administrators
Damon Asbury, Worthington City Schools
Thomas Baker, Lucas County Schools
Roger Lulow, Willoughby-Eastlake City Schools
J. Roderick Rice, Buckeye Association of School Administrators
Don Schmidt, Finneytown Local Schools (Hamilton County)
Wayne White, Dawson-Bryant Local Schools (Lawrence County)

Catholic Conference of Ohio
Sister Mary Ann Corr, Diocese of Steubenville
Sister Julie Marie Hutchison, Diocese of Toledo
Carolyn M. Jurkowitz, Catholic Conference of Ohio
Sister Miriam Kaeser, Archdiocese of Cincinnati
Ewald Kane, Lutheran Schools of Ohio
Kathleen Kozar, St. Francis DeSales School
Lucia D. McQuaide, Diocese of Columbus
Reverend Paul Noble, Diocese of Columbus
Tom Scott, Mansfield Christian School

Ohio Association of Colleges of Teacher Education
Patrick F. Cosiano, Baldwin-Wallace College
Fred J. Gies, Wright State University
Mary J. Haynes, Ohio Northern University
James D. Houdeshell, University of Findlay
Ellis A. Joseph, University of Dayton
Joanne Whitmore, Kent State University

Ohio Association of Elementary School Administrators
Doug Gillum, Reynoldsburg City Schools
Patricia Grey, Chagrin Falls Exempted Village Schools
Barbara Heisel, Bexley City Schools
Victoria Kilbury, Jonathan Alder Local Schools (Madison County)
D. Richard Murray, Ohio Association of Elementary School Administrators
Paul Young, Lancaster City Schools

Ohio Association of Public School Employees—AFSME/AFL-CIO
Ralph Eckhardt, Ohio Association of Public School Employees
John Gamble, United Local Schools (Columbiana County)
Nancy Green, Westerville City Schools
Lynda Mobley, Bellevue City Schools
Sandra Wheeler, Lima City Schools
Rosalie Frazier, Columbus City Schools

Ohio Association of School Business Officials
Pam Barber, Ayersville Local Schools (Defiance County)
Patricia Greenwood, Columbus City Schools
Joseph J. Klein, Ottawa Hills Local Schools (Lucas County)
David Puthoff, Dayton City Schools
Rich Unger, Ohio Association of School Business Officials

Ohio Association of Secondary School Administrators
Richard Caster, South-Western City Schools
Dan Hoffman, Reynoldsburg City Schools
Ralph Johnson, Upper Arlington City Schools
Bob Longfellow, Cardinal Local Schools (Geauga County)
Larry Roberson, Springfield Local Schools (Summit County)

Ohio Congress of Parents and Teachers
Barbara Sprague, Ohio Congress of Parents and Teachers
Valerie Federico, Ohio Congress of Parents and Teachers Board of Managers (District 17)
Loretta Heard, Columbus City Schools Board of Education
JoAnn Rice, Ohio Congress of Parents and Teachers Second Vice President

Ohio Education Association
Al Adcock, South-Western City Schools
Dianne Combs, Lancaster City Schools
Marilyn Cross, Ohio Education Association
Richard Hensler, Westerville City Schools
John Myles, Liberty Center Local Schools (Henry County)
Mary Whybrew, Canal Winchester Local Schools (Franklin County)

Ohio Federation of Teachers
Richard DeColibus, Cleveland Teachers Union
Ralph Jackson, Cincinnati Federation of Teachers
Ronald Marec, Ohio Federation of Teachers
Jim Radloff, Port Clinton Federation of Teachers
Tom Schmida, Cleveland Heights Teachers Union
Cheryl Stefanik, Ohio Federation of Teachers
Debbie Tully, Mad River-Green Local Education Association (Clark County)

Ohio School Boards Association
John Brandt, Ohio School Boards Association
Craig Gifford, Ohio School Boards Association
Janice L. Grabowski, William J. Carter Company
Ray Hicks, Falls Steel Tube and Manufacturing
Larry Kandel, Ohio Farm Bureau Federation
Elmo Smalley, Ohio School Boards Association
Ronald Thompson, Ohio School Boards Association

School/Community Interviews

Akron City Schools
Judy Gray, Akron City Schools
Terry B. Grier, Akron City Schools
Mary Ann Hanes, Akron Council PTA

Ashtabula County Schools
Bonnie Cotton, Buckeye Local Schools (Ashtabula County)
Jon Hall, Edgewood City Schools
Douglas Hedberg, Society Bank of Eastern Ohio
Eva Heidecker, Jefferson Area Local Schools Board of Education (Ashtabula County)
William W. Hill, Society Bank of Eastern Ohio
Carol Wilt, Geneva Area Local Schools (Ashtabula County)

Bellefontaine City Schools
Edwin Boy, Bellefontaine City Schools Board of Education
Robert W. Carter, Bellefontaine City Schools
Deborah Ellis, Bellefontaine City Schools
Jerry Jenkins, Bellefontaine City Schools
Charles R. Kern, Bellefontaine City Schools
Mary Ann Knecht, Bellefontaine City Schools
MacAlpine Smith, Attorney

Butler County Joint Vocational School
James E. Boyd, Butler County Joint Vocational School
Joan K. Bruno, Butler County Joint Vocational School
Sandra Caldwell, Butler County Joint Vocational School Board of Education
Gloria Faber, Parent
Nancy Gerth, Butler County Joint Vocational School

Cincinnati City Schools
John Black, Local 20 Operating Engineers
John Brunner, Cincinnati City Schools
Tom Mooney, Cincinnati Federation of Teachers
David L. Phillips, Cincinnati Youth Collaborative
Anne Power, Cincinnati City Schools Board of Education
Pam Thomas, Parent
Kathleen Ware, Cincinnati City Schools

Bloom Middle School
Rachel Baker
Sam Battaglia
Dorothy Battle
Revell Coleman, Student
Betty Fultz
Mary Geer, Student
Carl Grueninger
Laura Keller
Lynda Maxwell
Michael Murdock
Michael Turner
Roberta Wendt

R. A. Taft High School
Judy Bell
Judy Bennett
Nachelle Bolden, Student
Sue Brown
Viola Brown
Charlene Cleveland
Shwanda Cook, Student
Michael Duke
Don Ellis
Sharon Elliott
Daniel Frazier, Student
Alonzo Gaston
Tom Gerrein
Terrance Griffin, Student
Shanta Gupta, Student
Jennifer Henderson
Orlando Henderson
Melissa Jackson, Student
Virginia Kilgore
Ray Kraft, Student
Lemar Maines
Robert Mapp, Student
Gerald Martin
John Mullins
Robert Murphy
Loretta Phillips
Orlando Rachel, Student
Helen Rindsberg
Michael Roberts, Student
Michael Sierschula
William Solomon
Diane Williams
Vickie Williams, Student
Yohanna Wooten, Student
Bob Zimmerman

Columbus "I Know I Can"
Betsy Arce, Columbus "I Know I Can" student
JoAnn Davis, Columbus "I Know I Can"
Elizabeth Favers, Columbus "I Know I Can" student
Jodi Horn, Columbus "I Know I Can" student
Tia Maokhamphiou, Columbus "I Know I Can" student
LaShell Ramsey, Columbus "I Know I Can" student
Rebecca Smeby, Columbus "I Know I Can" student
Marie Stafford, Columbus City Schools
Paula Willis, Columbus "I Know I Can" student

Dayton City Schools
Jean D. Booker, Dayton City Schools Board of Education
Raymond Brown, Parent
E. Jean Harper, Dayton City Schools
Bickley A. Lucas, Dayton City Schools
Timothy J. Nealon, Dayton City Schools
Richard S. Rucker, Dayton City Schools
James Van Vleck, Business Community

East Muskingum Local Schools (Muskingum County)
Andy Frese, Muskingum College
Nancy Glavic, East Muskingum Local Schools (Muskingum County)
Ed Leas, East Muskingum Local Schools (Muskingum County)
James W. Mahoney, East Muskingum Local Schools (Muskingum County)
Rhonda McGee, Parent
Linda Morrow, Muskingum College
Roger Morrow, East Muskingum Local Schools Board of Education (Muskingum County)

Elmwood Local Schools (Wood County)
Lisa Adler, Elmwood Local Schools (Wood County)
Paulette Bresler, Business Leader
Richard Caster, Elmwood Local Schools Board of Education (Wood County)
Larry Coffelt, Elmwood Local Schools (Wood County)
Laura Davisson, Parent
Valerie Gerkens, Parent
Kenneth M. Hawley, Elmwood Local Schools (Wood County)
Steve Moorhead, Elmwood Local Schools (Wood County)
Cathi Neifer, Elmwood Local Schools (Wood County)

Mansfield City Schools
Douglas Beilstein, Mansfield City Schools
Mel D. Coleman, Mansfield City Schools
Melissa M. Conrath, Gahanna-Jefferson City Schools
William Hartnett, Richland County Chamber of Commerce
Diana Spinnati, Mansfield City Schools
John Vaneff, Malabar Parents Organization
Ron Walker, Ashland University

Mayfield City Schools
David C. Abbott, Mayfield City Schools
Wayne Farinacci, Mayfield City Schools
William Hunt, Mayfield City Schools
William Lauffer, Mayfield City Schools
Carol McCreary, Mayfield City Schools
John Moore, Mayfield City Schools
Roz Peters, Mayfield City Schools
Bobbie Watson, Mayfield City Schools

McDonald Local Schools (Trumbull County)
Robert Bloniarz, McDonald Local Schools (Trumbull County)
Joe Casagrande, Trumbull County Schools
Donna Dolsak, McDonald Local Schools (Trumbull County)
Susan Franko, McDonald Local Schools (Trumbull County)
Fred Gault, McDonald Local Schools (Trumbull County)
James Miller, McDonald Local Schools (Trumbull County)
Sharon Rose, McDonald Local Schools (Trumbull County)
William Walker, McDonald Local Schools (Trumbull County)

Middletown City Schools
Don Easterly, Easterly Communications
Harry E. Eastridge, Middletown City Schools
Rhonda Duff, Parent
Judith D. Thorn, Middletown City Schools Board of Education
Frank Wallenfelsz, Middletown Regional Hospital (Business Advisory Council)
Sally Williamson, Garfield Alternative Education Center
Lois Wood, Middletown Teachers Association

Oberlin City Schools
Todd Alles, Oberlin City Schools
Charles M. Edelsberg, Oberlin City Schools
Jane Jonesco, Oberlin City Schools Board of Education
Larry Reining, Hydro Tube Corporation
Walter Thompson, Oberlin City Schools
Francine Toss, Oberlin City Schools

Ohio Alliance for Arts Education (OAAE)
Jerry Martin, Muskingum College
Linda Mercer, Arts Education Advisory Committee
Cynthia Ries, Ohio Alliance for Arts Education
Susan Witten, The Ohio State University—Newark

Reynoldsburg City Schools
Dan Hoffman, Reynoldsburg City Schools
Ed James, Reynoldsburg City Schools
Jerry Miller, Business Advisory Council
Janelle Morrison, Community Advisory Council
Aaron Ross, Reynoldsburg City Schools
Richard A. Ross, Reynoldsburg City Schools
Ronald Strussion, Reynoldsburg City Schools
Mary Ellen Theaumont, Reynoldsburg Educational Support Staff Association
Holly Thornton, Reynoldsburg Education Association

South-Western City Schools
Bob Bowers, South-Western City Schools
Sherry Bowers, South-Western City Schools
Rick Brady, South-Western City Schools
Jeff Bright, South-Western City Schools
Donna Carter, South-Western City Schools
Dick Caster, South-Western City Schools
Dee Fuller, Student
Candy Hanscel, Student
Kevin Ingalls, Student
Sherry Lahr, South-Western City Schools
Jud Ross, South-Western City Schools
Jan Wilson, South-Western City Schools
Kristie Wolfe, Student
Zana Vincent, South-Western City Schools

Stark County Schools
Julie Bauman, Stark County Schools
Raymond Drage, Stark County Schools Board of Education
Curtis Hinds, Stark County Schools
Larry Morgan, Plain Local Schools (Stark County)
Chris Myers, Sandy Valley Local Schools (Stark County)
Janice Oneacre, Parent
Mary Jo Shannon Slick, OEA UniServ Office
Victor Young, Education Enhancement Partnership Program

Steubenville City Schools
Marcia Coffman, Steubenville Education Association
Richard Delatore, Business Community
William Hendricks, Steubenville City Schools Board of Education
Charles Joyce, Steubenville City Schools
Dan Keenan, Steubenville City Schools
Melinda Young, Parent

Swanton Local Schools (Fulton County)
Carol Arvin, Swanton Local Schools (Fulton County)
Roger L. Barnes, Swanton Local Schools (Fulton County)
Frank Blatnik, Swanton Local Schools (Fulton County)
Sandra Boltz, Swanton Local Schools (Fulton County)
Steve Brehmer, Swanton Local Schools (Fulton County)
William Green, Swanton Local Schools (Fulton County)
Melissa Hill, Swanton Local Schools (Fulton County)
Dan C. Hoiden, Swanton Local Schools (Fulton County)
Sharon Lewallen, Swanton Local Schools (Fulton County)
Deborah Schmuhl, Swanton Local Schools (Fulton County)
Dorothea Sharpels, Swanton Local Schools (Fulton County)
Gloria Smith, Swanton Local Schools (Fulton County)
Judy Warncke, Swanton Local Schools (Fulton County)

Others
Lloyd Chapman, Lake Hospital System
Sherry Mullett, Ohio Department of Education
David F. Quattrone, Indian Hill Exempted Village Schools
Ruth Sternberg, Lake Educational Assistance Foundation, Inc.
James D. Stock, Montgomery County Board of Mental Retardation and Developmental Disabilities
E. Garrison Walters, Ohio Board of Regents

Gap Analysis Interviewers
Joyce Brannan, Ohio Department of Education
Carol Brown, Ohio Department of Education
Liz Connolly, Office of State Senator H. Cooper Snyder
Laura Damas, Ohio Department of Education
Susan Dean, Office of State Representative Ronald Gerberry
Gabe DeSantis, Ohio Department of Education
Richard Dieffenderfer, Ohio Department of Education
Jean Droste, Office of the Governor
Nancy Eberhart, Ohio Department of Education
Cynthia Harris, Ohio Department of Education
James Hopper, Ohio Department of Education
Rowena Hubler, Ohio Department of Education
Jack Jackson, Ohio Department of Education
Roberta Mohan, Ohio Department of Education
Robert Moore, Ohio Department of Education
William Muthig, Ohio Department of Education
Spencer Northup, Ohio Department of Education
Linda Nusbaum, Ohio Department of Education
Peggy Siegel, National Alliance of Business
Gregg Stubbs, Ohio Department of Education
Jerry Tollitson, Ohio Department of Education
Roger Trent, Ohio Department of Education
Margaret Trent, Ohio Department of Education
Jon Williams, Ohio Department of Education
Ivan Wilson, Ohio Department of Education

Appendix C—GAP Analysis Interview Form

Ohioans, as groups and as individuals, will be interviewed by a team comprised of staff members from the Ohio Department of Education, the legislature, the governor's office, and educational consultants

Interview questions will focus on nine areas.

I. Performance-Driven Education

II. Curriculum and Instruction

III. Advocates for Students

IV. School-Based Management

V. Professional Development

VI. Access and Equity

VII. Health and Social Services

VIII. Preschool

IX. Technology

Those being interviewed will receive the interview forms ahead of time. All questions *may* be answered in writing and submitted to the interview team.

Prior to the interview the individuals to be interviewed should rank in priority what sections (I-IX) of the form they would feel most comfortable addressing (*nine* being most comfortable—*one* being least comfortable). During the interview three or four of the highest ranked sections would be completed orally.

I. PERFORMANCE-DRIVEN EDUCATION

Ohio is moving toward performance-driven education which focuses on achieving previously stated academic and vocational competencies. Success is defined by what the learner knows and is able to do.

A. At what age/grade levels (or performance points) should performance assessments be administered?

1. state

2. local

B. Who should be involved in establishing performance standards at the designated age/grade levels?

1. state

2. local

C. What types of assessments are necessary for performance-driven education?

1. state

2. local

D. Who should be involved in efforts to realign existing curriculum and assessments?

1. state

2. local

E. What classroom assessment strategies are necessary for successful implementation of performance-driven education?

1. state

2. local

F. How should performance information be collected and aggregated?

1. state

2. local

G. How should performance information be used? By whom?

1. state

2. local

H. How should performance information be shared? With whom?

1. state

2. local

I. What performance information is needed? By whom?

1. state

2. local

a) district

b) building

c) classroom

d) community/parent

J. Where in Ohio could we visit innovative sites where performance assessment data is collected, aggregated, and used to improve learning and instruction?

K. Where in Ohio could we visit to see innovative intervention programs based on assessment information — aimed at improving performance?

II. CURRICULUM AND INSTRUCTION

Both the curriculum and the instruction in a performance-driven education system should reflect high expectations for all students and teachers.

A. What changes would need to take place in curriculum if Ohio adopted a performance-driven assessment system that reflects high expectations?

1. state
2. local

B. What changes would need to take place in instruction if Ohio adopted a performance-driven assessment system that reflects high expectations?

1. state
2. local

C. What needs to happen to make time the variable and achievement the constant in student learning?

1. state
2. local

D. If the Carnegie unit were eliminated or redefined, what changes would have to take place?

1. state
2. local
3. higher education (including postsecondary education)
4. employers

E. How would Ohioans know if performance-driven changes in curriculum and instruction have made a positive impact?

1. state
2. local
3. higher education (including postsecondary education)
4. employers

F. Where would we visit in Ohio to see good examples of performance-driven education?

1. curriculum
2. instruction
3. higher education (including postsecondary education)
4. teacher/administrator education
5. professional development

III. ADVOCATES FOR STUDENTS

Every child needs access to a caring and supporting adult.

A. How can Ohio ensure that there are positive advocates available to all children?

B. How can Ohio nurture parenting skills?

1. state
2. local

C. Where could we visit in Ohio to see parent education programs/strategies that are successful?

D. If a parent is unavailable or unable to provide care and support for a child, what interventions are appropriate?

1. state
2. local

E. Can the mandatory pre-K health screening be used to identify children without an advocate? If so, how?

1. state involvement
2. local involvement

F. What other mechanisms might you recommend to identify children without an advocate?

G. How can adult advocates/mentors be recruited?

1. state
2. local

H. How can adult advocates/mentors be trained?

1. state
2. local

I. What role can the business advisory councils play in the advocate/mentor program?

1. recruitment
2. training
3. mentoring

J. What roles can the school staff play in the advocate/mentor program?

1. non-certificated (bus drivers, cafeteria workers, etc.)
2. certificated (teachers, counselors, administrators, etc.)

K. Where in Ohio would we go to visit a good advocate/mentor program?

IV. SCHOOL-BASED MANAGEMENT

If Ohio fosters school-based management and shared decision making as a part of the move to performance-driven education, adaptations will need to be made at the state and local levels.

A. What management decisions should be made at each level?

1. state
2. district
3. building
4. classroom

B. Who at each level should make management decisions?

1. state
2. district
3. building
4. classroom
5. community/parent

C. How can school district staff members be involved in various aspects of school-based management decisions?

1. curriculum development
2. instructional
3. personnel
4. financial
5. scheduling

D. Where would we go in Ohio to visit good examples of shared decision making at a school-based site?

1. school and district

E. What indicators should be used to evaluate school-based management?

1. academic
2. social
3. collaboration

V. PROFESSIONAL DEVELOPMENT

Professional development is critical to transforming the educational system.

A. What kinds of professional development are needed as we move to performance-driven education?

1. curriculum and instruction
2. assessment
3. classroom management
4. school-based management
5. other

B. What kinds of professional development are needed to successfully implement school-based management?

1. parent involvement
2. governance
3. management
4. financial
5. other

C. Where should we go in Ohio to visit good professional development programs?

1. performance-based
2. school-based education
3. other

D. How should decisions be made about professional development?

1. state
2. local
3. regional

E. What indicators should be used to evaluate professional development programs?

F. To successfully implement school-based management, what are the implications for teacher/administrator education related to professional development?

G. What are the implications for teacher recruitment and/or retention?

1. performance-based education
2. site-based management

H. What current professional development programs/strategies are wasteful?

1. financially wasteful
2. time wasted
3. resources wasted

I. When Ohio is faced with budget constraints, how could professional development be initiated and maintained?

1. state
2. local

VI. ACCESS AND EQUITY

Every student in Ohio should be afforded equitable access to performance-driven programs with high expectations.

A. What indicators should Ohio use to determine if such equitable access to high performing programs exists?

B. What incentives or rewards should there be for high performing schools and districts?

1. financial
2. professional development
3. other

C. What incentives or rewards should there be for high performing teachers?

1. financial
2. professional development
3. leadership
4. other

D. What incentives should there be for high performing administrators?

1. financial
2. professional development
3. leadership
4. other

E. When high performance (financial management, achievement, etc.) is not in evidence, what should the state's role be?

1. district (including local boards)
2. administrators
3. teachers
4. students
5. parents
6. community

F. What types of state interventions should occur?

1. academic (curriculum and instruction)
2. financial
3. professional development
4. administrative/management

G. If other intervention is to be provided, who should provide it?

1. academic
2. financial
3. professional development
4. administrative/management

H. Where could we visit in Ohio to observe high performance?

VII. HEALTH AND SOCIAL SERVICES

The integration of health and social services is critical to ensuring that children are ready to learn.

A. Given the current governance structure, what role can schools play to enhance the integration of services?

1. state
2. local

B. In the current governance structure, what obstructs this integration?

1. state
2. local

C. How can Ohio promote good programs and practices?

1. institutionalize
2. disseminate
3. replicate
4. evaluate

D. Where would we visit in Ohio to see provision of quality health and social services as a component of the education delivery system?

VIII. PRESCHOOL

Research has demonstrated the benefits of high quality preschool programs.

A. What indicators could be used to evaluate the success of Ohio's preschool and daycare investment?

1. financial (costs to initiate, maintain, and for professional development v. costs for remediation, gains in parent work and job attendance, etc.)
2. social development
3. cognitive development
4. health
5. readiness throughout the elementary years

B. How can the state encourage the provision of quality program services?

1. technical assistance
2. professional development
3. financial support
4. link with existing services

C. How can local communities encourage the provision of quality program services?

1. technical assistance
2. professional development
3. financial support

D. What must occur at the state level to ensure that all children, particularly disadvantaged children, have access to quality preschool, child care, and basic health services?

1. financial
2. interagency cooperation
3. screening
4. developmentally appropriate curriculum and instruction

E. What must occur in local communities to ensure that all children have access to quality preschool, daycare, and basic health services?

1. financial
2. interagency cooperation
3. screening
4. developmentally appropriate curriculum and instruction

F. Where could we visit in Ohio to see quality preschool programs?

IX. TECHNOLOGY

Technology can support and enhance the delivery of education services.

A. How should educational technology needs be addressed in state policy?

1. equipment
2. professional development
3. other

B. How can the technology efforts currently in place be coordinated so that this state has a single, effective change strategy?

1. state
2. regional sites (e.g., instructional television, Ohio Computer Education Network, etc.)
3. local
4. business/industry

C. How can technology enhance the learning environment at the local level?

1. integrated use across the content areas
2. child-record management

D. What kind of professional development needs to occur to promote effective use of technology in the classroom?

X. OTHER

Please add comments on any other education-related topics.

Please return form to

Ohio Department of Education
65 South Front Street, Room 802
Columbus, Ohio 43266-0308

Appendix D—National Education Goals and BRT Agenda

The six National Education Goals provide the destination we seek. The Business Roundtable's Public Policy Agenda provides a set of initial assumptions we hold in common. There is a "quantum" gap between our aspirations and our current state of affairs. The gaps, supporting evidence, and some suggested recommendations to bring about fundamental system design change are listed in the body of this report and coded to indicate their relationship to the National Education Goals and the Business Roundtable's Public Policy Agenda.

The National Education Goals

Goal 1 School Readiness

By the year 2000, all children in America will start school ready to learn.

Goal 2 High School Completion

By the year 2000, the high school graduation rate will increase to at least ninety percent.

Goal 3 Student Achievement and Citizenship

By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Goal 4 Science and Mathematics

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Goal 5 Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Goal 6 Safe, Disciplined, and Drug-Free Schools

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

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For additional information contact the

Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215-4183
614/466-4838

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